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ABSTRACT

The purpose of this paper is to compare and contrast the mission and scope of professional/baccalaureate advertising education with Marketing Education curriculum and instruction strategies to enhance advertising students' outcome. Sixty-five colleges and universities with advertising education departments, sequences, or areas of emphasis responded to a survey. Results indicated that: (1) advertising campaigns, public relations, copywriting, and media strategy planning courses were offered by at least 80% of the respondents; (2) 95% of the respondents think students should be paid as interns; (3) media sales hire the most graduates and account for 25% of the total job placements; and (4) respondents ranked public relations and advertising agencies as having the most industry employment potential. Findings suggest a number of curriculum development strategies for advertising educators. Among them are the following: utilize advisory boards; align the goals and objectives of the curriculum with placement expectations of students, the advertising education industry, and the advertising industry; develop specific career paths and determine specific learning objectives to insure professional advertising graduates the best jobs; give students course syllabi listing expected terminal performance objectives; maximize the effectiveness of internships; and practice assessment and evaluation for professional advertising which is criterion-based versus norm-referenced. (Three tables of data are included; 22 references are attached.) (RS)

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Assessing Baccalaureate Advertising Education Outcome Utilizing Marketing Education Curriculum Development Strategies

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Advertising Division

Research Papers

Assessing Baccalaureate Advertising Education Outcome Utilizing Marketing Education Curriculum Development Strategies

Abstract

Advertising graduates are continuously evaluated by the advertising industry. Sometimes a misalignment in goals and curriculum among students, educators and industry can occur. The purpose of this research is to review the mission and scope of professional/baccalaureate advertising education through curriculum development strategies of Marketing Education. The research utilizes a comprehensive literature review and primary survey data collected from advertising educators. Perspectives of advertising students, teachers and industry are analyzed thoroughly. Suggestions to improve advertising curriculum and instruction to enhance student outcome are offered.

Assessing Baccalaureate Advertising Education Outcome
Utilizing Marketing Education Curriculum Development Strategies

Now more than ever employers want work-ready hirees at every level of employment. Thus, baccalaureate advertising graduates will increasingly be rated in regards to their competency as ready-to-work advertising professionals. Subjecting graduates to this type of employment pressure will make them demand more from their advertising education. Students want their education outcome to qualify them for the best-paying and most challenging jobs. Furthermore, this growing demand for curriculum rearticulation comes at a time when funding for education is contracting. Universities are not able to continuously upgrade technology and hire more faculty. Advertising educators will have to rely more on industry's funding and cooperation to improve their programs. Naturally, industry wants input to the professional advertising curriculum. The better prepared educators are for this transition, the more input they will have in its formation.

A Professional degree is defined by the Carl D. Perkins Vocational Education Act (1991) as studies resulting in at least a baccalaureate degree. Marketing Education as defined by the Carl D. Perkins Act is technical education resulting in less than a baccalaureate degree.

The size and scope of Marketing Education is impressive. It was established as a federally funded vocational-technical curriculum in 1936 by the George Dean Act. Its predecessor, Distributive Education, was founded by Lucinda Prince in 1905 to educate young women for careers in retail sales. Marketing Education provided secondary, post-secondary and

adult education to 961,018 students in 1980 according to the Department of Education (cited in Nelson, 1982). The mission of Marketing Education is to develop competent workers for the major occupational areas within marketing. Assist the improvement of marketing techniques and build understandings of the wide range of social and economic responsibilities which accompany marketing businesses (Samson, 1980). Less than one-third of the Marketing Education students are adults (Lynch, 1983). According to Dr. Julie Elias of the Marketing Education Department of Missouri, Distributive Education Clubs of America (DECA) has over 150,000 student members at the secondary and post-secondary levels (personal communication, April 10, 1992).

Professional advertising education and Marketing Education have similar goals in curriculum and instruction. Their outcome goal is to enable students for careers in the field of marketing and related services. Both of these educational programs use instruction which includes classroom lecture and hands-on experience (in-class and out-of-class). These curriculum and instruction similarities between the two educational programs provide theoretical grounding and practical application for this comparative research and our subsequent suggestions.

From a student's or employer's perspective both programs' mission and scope include the knowledge, affective behavior and psychomotor skills necessary for employment. As will be shown through our literature review, advertising employers prefer to hire experienced and work-ready graduates. To fulfill and enhance these employee and employer goals,

professional advertising educators should evaluate their educational curriculum from the perspective of Marketing Education's curriculum development strategy.

The purpose of this paper is to compare and contrast baccalaureate/professional advertising education with Marketing Education curriculum and instruction strategies to enhance advertising students' outcome.

This paper accepts the following definitions. Curriculum is a plan or program for the learning experiences the learner encounters under the direction of the school. Instruction is the means for making the curriculum operational. Briefly, curriculum is the program, and instruction is the method (Oliva, 1988, p. 20).

Applying Marketing Education's Curriculum Evaluation

Marketing Education's curriculum includes industry cooperation to provide instruction for real world experience. Industry is also utilized in an advisory board capacity to define and assess expectations of Marketing Education. The advisory board's primary objective is to align expectations among students, educators and industry.

Following is a brief description of the Marketing Education curriculum and instruction strategy used to outline this research paper. We have translated the Marketing Education terms into familiar advertising phrases for reader ease.

First, identify our market. Identify all of the public(s) our educational program will effect. Solicit opinions from this group to define needs and objectives of the educational programs.

Second, assess market research. Assess our publics' needs and develop a set of mutual goals and objectives for our curriculum.

Third, assess our curriculum plan. Educators and industry should synergize their efforts to implement curriculum utilizing both classroom and field learning experiences.

Fourth, assess curriculum through students' outcome. Evaluate all instructional efforts and revise our curriculum constantly to offer a program at the cutting-edge of technology and research. Graduates' employment and placement figures help keep our curriculum and instruction aligned by insuring they match our students' work-ready needs.

Identifying Advertising's Educational Market

For the purpose of this assessment the market includes: secondary and post-secondary educators, baccalaureate advertising students, advertising educators, international and national industries, professional associations and regional and local businesses.

Assessing Advertising's Market Research

Marketing Education curriculum development strategy requires surveying the education environment to completely assess needs. Assessment should be at the national, advertising industry and global levels (Finch, Crunkilton, 1989).

Our educational assessment begins by reviewing the secondary and post-secondary national curriculum studies which directly effect Marketing Education. This is important for at least two reasons. One, incoming professional advertising students could arrive more prepared for baccalaureate programs in the areas of marketing and promotion through previous Marketing Education learning. Two, Marketing Education graduates from the secondary and the post-secondary levels could be competing with professional advertising graduates for advertising jobs. These Marketing Education graduates will be degreed through technical preparation programs and in some cases they might be licensed or certified.

Current national studies detail the concerns for education which will keep America's workforce globally competitive. This perceived educational crisis is similar to Russia's launching of the first sputnik in 1958 which made science America's education priority.

A national plan to create a work-ready population is being formalized and implemented on the secondary, post-secondary, adult and higher education levels. The following references document this growing educational philosophy. The citations describe the educational temperament of students, teachers, business and government. Together these publics control funding. Therefore they can directly or indirectly implement curriculum and instruction.

The Commission on the Skills of the American Workforce (1990) is a commission of teachers, industry and government officials set up by the National Center on Education and the Economy. The commission interviewed

students, workers, managers and employers across the nation to develop strategies to keep America globally competitive. Their research, America's Choice: high skills or low wages! proposes an examination system and Initial Mastery certification to ensure acquisition of minimal foundation skills. It proposes a two-part education sequence of combined work/study and technical and professional certification. The Commission feels this strategy prepares non-college bound and post-secondary students for a lifetime of vocational learning.

The concept of a need for a lifetime of learning in advertising is illustrated by Lintas: Marketing Communications. This company has opened Lintas University as a service to its employees and clients. Its goal is to teach new concepts in the area of marketing communications. The program was developed in conjunction with the University of Chicago School of Business ("Lintas groups units," 1991).

Recently the Secretary's Commission on Achieving Necessary Skills (SCANS) studied the work place and young people's preparation for employment demands. The report, What Work Requires of Schools, A SCANS Report for America 2000 (1991, June) has goals which parallel Marketing Education's career preparation strategy. These goals are: (a.) define the skills needed for employment, (b.) propose acceptable levels of proficiency, (c.) suggest acceptable ways of assessing proficiency and (d.) develop a dissemination strategy to the nation's homes, schools and businesses (Secretary's Commission on Achieving Necessary Skills, 1991).

SCANS outlined five areas of competency as important for work-readiness. These areas are: (a.) resource utilization, (b.) interpersonal skills, (c.) information processing, (d.) systems understanding and (e.) work with technology. The proposed SCANS curriculum has a three-part foundation: basic skills (reading, writing, arithmetic and communications); thinking skills (decision-making, problem solving, visualization and creative thinking) and personal qualities (responsibility, self-management, esteem, integrity and honesty). Each student's work-ready skills will be assessed according to a five-point scale. The five proficiency levels of employability are: preparatory, work-ready, intermediate, advanced and specialist (Secretary's Commission on Achieving Necessary Skills, 1991).

The SCANS agenda to make students work ready is clearly delineated. This transition from school to work has always been a major consideration for advertising graduates and prospective employees. Today the most important decision for an advertising program is which niche its curriculum will fill. The question professional advertising educators must address is, "What it is, for whom, with what expected outcome."

Baccalaureate advertising education is constantly undergoing an identity crisis similar to many professional education programs. The practice versus theory curriculum debate centers on whether the educational needs of the advertising industry will be established by the vision of the academy or professionals (Lancaster, Katz & Cho, 1990). The professional advertising curriculum is constantly shuffled and prioritized between practical hands-on experience and academic pursuits of theory and

concept. In contrast, Marketing Education is based on an instructional methodology which includes hands-on experience and a cooperative educational experience between a student and a business. A review of the advertising education literature illustrates this ongoing curriculum alignment debate.

Rotzoll describes the advertising education dichotomy as the inductive/practice approach versus the deductive/principles-first approach. He suggests only two possible scenarios for advertising education in the 21st century. Reflect existing advertising practice or mature by concentrating on the principles-first approach built around a corpus of knowledge (Rotzoll, 1985, p. 37).

Schweitzer's research illustrates the need students have for real world experience. His research encourages a 'practical' education but cautions against a 'trade school approach' (Schweitzer, 1988).

The need for articulated curriculum alignment is clearly illustrated by a Radio-Television News Directors Association (RTNDA) study executed by the Roper Organization in 1987. The study measures the perceptions of electronic media executives (including advertising executives) concerning higher education's success in meeting industry needs as employers. It suggests improvements are needed in higher education to better serve electronic media's needs as employers.

Summary conclusions of the RTNDA Report are: students lack an understanding of the real world, students have an inabilty to demonstrate hands-on experience and students lack exposure to electronic media

professionals. The report suggests, a closer partnership among students, academia and industry via student internships, visiting professorships for industry representatives and teacher sabbaticals (Radio-Television News Directors Association, 1987).

Lou Prato of Northwestern University (1988) applauds the RTNDA report recommending the electronic industry heighten its involvement and financial support of academic instruction. Prato claims a student with a degree from a prestigious school combining fine academics with superb technical training has an advantage when applying for positions (Prato, 1988). As we will see, Northwestern University is fully implementing this concept in its new graduate level Integrated Marketing Communication program.

The potential for curriculum misalignment in professional advertising education is further illustrated by The Advertising Task Force study of 1989. A questionaire was mailed to educators and practitioners. The mail list included Association for Education in Journalism and Mass Communication (AEJMC) member schools and all affiliated American Advertising Federation (AAF) members. Research findings indicate general consensus on basic issues. All agree with the need to design an advertising curriculum including both a broad liberal arts background and an advertising education. However, there are two areas of potential curriculum misalignment between practitioners and educators. First, practitioners think advertising education does not 'seem alert to the implications of changes in the structure and function of the advertising industry' (Task Force on the

Future of Journalism and Mass Communication, 1989, p. A-12). Second, practitioners ranked internships as the single most important class (number one) for advertising students. Educators ranked internships eight of 14 classes in importance (Task Force on the Future of Journalism and Mass Communication, 1989, p. A-11).

In an attempt to practically align the professional advertising curriculum, Marra suggests student-run advertising agencies for the 1990's. He supports this perspective by describing the importance of large advertising agencies and their established effect on advertising course selection, student competitions, clubs and career opportunity for entry-level graduates (Marra, 1989, p. 12).

Curriculum goals must satisfy the needs of students, educators and prospective industry employers simultaneously. Aligning the professional advertising curriculum to meet the immediate needs of employers and employees is paramount. We find it difficult to accept the advertising industry will pay the bill for products (graduates) they do not need and did not order.

Method

Assessing the Professional Advertising Curriculum Plan

As part of this professional advertising education assessment we surveyed advertising education programs. Our mailing list is taken from a pamphlet edited by Professor Billy I. Ross called, Advertising Programs In United States Colleges and Universities *(1989)*. Ross' list includes three types of advertising programs: departments, sequences and areas of

emphasis. In 1990 we received a 67% (n=65, N=97) response from the universe of 97 schools. Our respondents are a representative sample of Ross' list. Respondents' descriptive profiles compare proportionately to Ross' data profiles which were processed into secondary data tables. Each director of every advertising program listed by Ross received a survey to be completed and returned (Ganahl, Ganahl & Humphreys, 1990). The survey information supplied the data for the following tables.

Results

The first table displays a composite advertising curriculum of the programs which were surveyed. The first column of the table indicates the subject matter of the courses offered to students. There are 16 courses listed, plus an 'Others' category where schools could fill-in other courses offered but not included in our prepared list. The second column of the table indicates the percentage of respondent schools offering each of the courses. As an example, to interpret the table, an Advertising Campaigns course is offered in 88% of all of the advertising schools in Ross' list. Courses offered by at least 80% of the schools are: Public Relations (85%), Copywriting (85%) and Media Strategy Planning (83%) of the respondent schools. Print Advertising Design is offered by 70% of the schools while Television Advertising Production is offered by 63%. Six other courses are offered by at least 50% of the schools. They are Advertising Management (59%), Creative Strategy and Tactics (57%), Advertising Ethics and Law (54%), Advertising Research (54%), Radio Advertising Production (54%), and Media Sales is taught at 52% of the advertising programs. Subjects taught in

less than 40% of the schools are Retail Advertising (39%), Sales Promotion (35%), Direct and Mail Order Advertising (28%) and History of Advertising (26%). Only 14% of the schools surveyed reported offering any 'Others' classes. 'Others' as a class includes: International Advertising and Literature of Advertising, some schools did not specify course titles. Internships were not included in the subject list as a course and none of the schools listed internships as an 'Others' course offering.

Keenan reports (1992, p. 51) a full 98% of the advertising schools offer some type of internship to students. He also notes (p. 54) the possibility of internships emphasizing the 'how' approach with the theoretical being de-emphasized.

Not pre-defining expected student outcome results in another type of curriculum misalignment. Everyone expects or works to affect different results. It is important for everyone to aim at the same target. Despite the disagreement between educators and industry about the relative importance of student internships (noted by the Advertising Task Force), our educator survey demonstrates strong consensus about two areas concerning student internships.

A full 95% of our surveyed educators think students should be paid as interns. Secondly, 89% of the respondents think course credit should be given to students for internships. These are strong grounds for partnerships between educators and industry. If industry pays the students for their labor while they intern, the educators could give course credit to students for their internship.

Northwestern University has fully implemented these two ideas with its new Integrated Marketing Communications curriculum. Its graduate studies program uses a residency as 20% (one of five academic quarters) of its program requirement. During the student's residency, host companies pay residents for their work and their tuition costs. Medill faculty monitor their residents' progress and productivity (Northwestern University, 1990).

Internships seem to be an area where academia and industry can forge an alliance on behalf of professional advertising students.

Several other observations must be made about Table 1. It is surprising only 52% of the schools offer a Media Sales class and 39% offer a Retail Advertising class. Yet, media (broadcast and print) hires the most advertising graduates (Ganahl, Ganahl & Humphreys, 1990). Also, Sales Promotion (35%) and Direct and Mail Order Advertising (28%) are growing exponentially and are necessary for a complete integrated marketing communications plan. Yet, these subjects are taught at very few of the advertising schools.

Marketing Education curriculum developers analyze course needs based on required areas for student competency as determined by program advisory boards. Expected student outcomes are based on selected career paths. In assessing the baccalaureate advertising curriculum the question is, "Which courses are required for which careers?" The most important question when assessing the professional advertising curriculum is, "Who will be taking this course and what do they expect and need to learn?"

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Insert Table 1 about here

Courses in Marketing Education, as well as professional advertising programs, are offered in one of three formats. These instructional formats are: classroom/lecture instruction, hands-on class experience (laboratory and school projects), and out-of-class hands-on experience (internship, residency or apprenticeship). Any advertising courses can utilize any one, or combination of these formats to enhance instruction and student outcome. The instruction methodology is usually decided by the course's teacher and should be based on the expected outcome set by the advisory board.

For an example of various applied instructional formats and expected student outcome let us review a hypothetical advertising media sales class. Suppose the student learning objective is to sell, design and execute an effective print advertising campaign for a business. A media sales course taught through classroom instruction or a laboratory environment provides only indirect experience and evaluation. This manufactured environment limits the potential for learning. No matter how close instruction parallels the real world a student can not experience competitive selling or producing tested and effective advertising. Clearly, a student's learning opportunity is enhanced by utilizing various instruction techniques which best teach a student outcome. From the employers' perspective it is easy to see why they prefer work-ready graduates with real world experience to augment classroom instruction.

Assessing Curriculum Through Student Outcome

A campaign strategist would never consider planning a promotion without an accurate description of the competition, product users, available media and current records. However, some educators design a professional advertising curriculum and instruction without assessing results and outcome. Specifically, "Where do advertising graduates get jobs and which skills are required for these jobs?"

The challenge of a changing advertising economy (Konrad, Ticer & Therrier, 1988) and restrictive agency hiring practices (Kalish, 1988) can result in a limited labor market for advertising graduates (Becker & Engleman, 1988). This employee competition comes in the form of fewer available positions and increased job-applicants. These ingredients create increased competition for and among established professional advertising programs.

Our survey researched job placement for advertising graduates. Unfortunately, some schools do not keep placement statistics or records. However, 51% (n=34) of the respondent schools did provide placement records for their students' first jobs. The following placement statistics are the mean averages of the schools' reported figures: media sales hire the most graduates and account for 25% of the total job placements (15% of the graduates are hired by the print industry and 10% are hired by the broadcast industry); advertising agencies are second and hire 20% of the advertising graduates; publicity and public relations hire 18% of the

advertising graduates and corporate advertising hires 10%. The remaining 27% of the graduate placements were not reported.

To align the local curriculum among students, educators and industry we should compare placement records with our composite advertising curriculum (Table 1). We should ask, "Do the courses and their instruction match our placement figures?" In aligning curriculum, the school's advisory board should study the subject offerings and the subject's instructional format (classroom, laboratory or out-of-class). This approach insures a localized curriculum based on the placement needs of the graduates. It requires a curriculum be structured around the needs of the marketplace, not the interests or availability of faculty members.

Table 2 from our survey rank orders advertising faculty opinions about graduate career opportunity. The table ranks career opportunity from the most opportunity to the least opportunity. It enables us to review curriculum alignment between actual graduate placement and the faculties' opinion of opportunity rankings.

Insert Table 2 about here

While the job titles do not exactly align with the career placement categories, there is a general consensus regarding how educators rate opportunity and where graduates actually find jobs. Only 30% of our faculty respondents have any meaningful (one year) media sales experience. As might be expected, media sales is rated lower than its actual placement

figures. This could explain possible misperceptions educators have about media sales careers and classes. The educator rankings of career opportunities are 1.) Media Buying, 2.) Media Sales, 3.) Account Executive, 4.) Copy Writing, 5.5) tied Management and Media Promotion, 7.) Advertising Research, 8.) Broadcast Production, 9.) Print Graphics Production.

Table 3 compares the respondent's "perceived" employment potential for graduates in different branches of the marketing communications industry. Rankings range from most opportunity to least opportunity. This table demonstrates only a slight difference between the placement of graduates and the educators' perceived opportunity. Public Relations is ranked first and Advertising Agencies second. (These two are reversed from actual placement figures.) Newspaper is ranked third, 4.) Radio, 5.) Cable Television, 6.) Direct Mail, 7.) Television, 8.5.) Retail and Manufacturer, 10.) Catalog, 11.) Outdoor, 12.) Magazine, and 13.) Specialty Production. Media Sales is divided among the various media eliminating its aggregate first place in actual placement. Educators correctly rank print advertising sales over broadcast advertising sales.

Insert Table 3 about here

Summary

The review of the literature and our reported research suggests a number of curriculum development strategies for advertising educators.

The following suggestions are based on Marketing Education curriculum development techniques, and are meant to enhance the mean level preparation of advertising students for a career in marketing communications.

1. Utilize advisory boards consisting of students, education and industry representatives on the national, regional, state and local levels. We suggest rotating nine members. Each year appoint three new members to serve three years. The Five P's of these Advisory Boards should be: (a.) Develop the right educational product. (b.) Develop the best possible place to teach advertising, including facilities and equipment. (c.) Promote the advertising program within the industry and within the community. (d.) Keep the price of the program affordable. Industry can provide financial support (including materials, speakers, research data and internships). (e.) Get the best people. Recruit the best people to serve on the advisory board and recruit the best students and faculty.

2. Align the goals and objectives of the curriculum with the placement expectations of the students, the advertising education industry and the advertising industry.

3. Develop specific career paths and determine specific Learning Objectives (student outcome) to insure professional advertising graduates the best jobs.

4. Give students course syllabuses listing expected Terminal Performance Objectives. Include examples of the evaluation tools that will be used.

5. Maximize the effectiveness of internships and other experience related learning. Define student learning objectives and evaluate the students and their sponsoring companies accordingly. Allow students to earn both money and academic credit.

6. Assessment and evaluation for professional advertising education should be criterion-based versus norm-referenced. The purpose of this type of evaluation is to educate students to a minimal level of competence while encouraging them to attain higher levels of achievement (Erickson & Wentling, 1988).

The major benefit of the proposed curriculum rearticulation is it provides the opportunity for advertising students, educators and industry to continuously align expectations and improve student outcome.

Further Study

A planned and targeted curriculum balanced through classroom, hands-on, and real world instruction will benefit professional advertising education. Advertising educators should review all areas of educational philosophy, theory and research to develop new educational strategies and tactics. It will be especially helpful to track job placement of advertising graduates.

Innovative educational programs offer new possibilities to increase student outcome and therefore the effectiveness and efficiency of marketing communications. These programs include secondary and post-secondary Technical Preparation, 2+2+2 programs where high schools, community colleges and colleges and universities combine efforts, and adult continuing

education offered through cooperative efforts between corporations and universities. Baccalaureate and graduate advertising education needs to become more innovative and responsive to the changing market.

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Table 1
Composite Advertising Curriculum for AEJMC Respondents

Courses	Percentage (%)
Advertising Campaigns	88%
Public Relations	85
Copywriting	85
Media Strategy Planning	83
Print Advertising Design	70
Television Advertising Production	63
Advertising Management	59
Creative Strategy and Tactics	57
Advertising Ethics and Law	54
Advertising Research	54
Radio Advertising Production	54
Media Sales	52
Retail Advertising	39
Sales Promotion	35
Direct and Mail Order Advertising	28
History of Advertising	26
Others	14

n=67 respondents from Ross' list of advertising programs

Table 2

Table 2

Advertising Career Opportunity as Ranked by Educators

Rank	Career
1.	Media Buying
2.	Media Sales
3.	Account Executive
4.	Copy Writing
5.5.(tied)	Management and Media Promotion
7.	Advertising Research
8.	Broadcast Production
9.	Print Graphics Production

n=67

Table 3

Industry Employment Potential as Ranked by Educators

Rank	Branch of Marketing Communications
1.	Public Relations
2.	Advertising Agencies
3.	Newspaper
4.	Radio
5.	Cable Television
6.	Direct Mail
7.	Television
8.5.(tied)	Retail in-house and Manufacturer in-house
10.	Catalog
11.	Outdoor
12.	Magazine
13.	Specialty production agency

n=67